If schooling is the solution, what's the problem?

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The solution

Each generation creates, or simply assumes, its own educational myths and its own unattainable but approachable goals, with at least an appearance of permanence, on which to build its plans for education.

(CE Beeby, Introduction in W.L Renwick, *Moving Targets Six Essays on Educational Policy*, 1986, pp. xv & xvi)

… The problem

With the wisdom of hindsight, we now know that it is unattainable in another more subtle sense, that, by the time it is close enough to be seen clearly, its weaknesses will have become apparent, and a rival myth will be edging its way into the centre of the vision.

(CE Beeby, Introduction in W.L Renwick, *Moving Targets Six Essays on Educational Policy*, 1986, pp. xv & xvi)

One system

The river of education in New Zealand runs through many channels as it hurries the nation's childhood on to the ocean of life.

(AG Butchers, *Young New Zealand*, 1929, p.1)

What is schooling for?

…we have to teach our pupils how to learn, how to discover facts, rather than convey so many facts into their minds.

(G Hogben, memorandum to Timaru High School Board, 1898)

Technical education

…education should of necessity include manual training, the coordination of brain and hand, and the practical application of theory. Courses were therefore designed to give a general education which took account of the probable future occupations of the students.

(N Harrison, *The School That Riley Built*, 1961, p. 70)

Native education

As an economic unit the Maori needed the intellectual skills of the European, but to be a fully developed person and a responsible member of society he needed as well to have his roots set deep in the life of his people and the traditions of his race.

(HGR Mason, Ed*ucation Today and Tomorrow*, 1945, p. 55)

Humanitarian education

One of the most admirable features of modern education is the increased attention paid to children who suffer from some kind of handicap—physical, mental or social.

(HGR Mason, *Education Today and Tomorrow*, 1945, pp. 60 & 61)

Moral education

… in a community in which views on private morality, especially sexual morality, diverge so much, what standpoint should teachers, acting in the public interest, be expected to take?

(Department of Education, *Public Education in New Zealand*, 1972, p. 11)

Social education

Within the extended family of each Whanau House pupils will feel accepted and of value.

(R Munroe, The Penrose Whānau Unit A case study, *set research information for teachers, Number One,* 1980, Item 2)

Equity

In 1960 the Hunn Report identified a statistical “blackout” of Maoris in higher education.

(R Walker, *The Maori Response to Education*, 1979, p. 3)

Professionalism

Both consumers and providers must have an equal say in what is acceptable as quality teaching.

(Education and Science Select Committee (N Scott, Chairman), *Report On The Inquiry Into The Quality Of Teaching*, 1986, p. 6)

Subsidiarity

It seemed to me to be a good mixture of responsiveness, flexibility and accountability. It placed decision-making as close as possible to the point of implementation.

(D Lange, *Tomorrow's Schools The Reform of Educational Administration in New Zealand,* August 1988, p. iii)

Benchmarks (NCEA2)

Table A3.1.

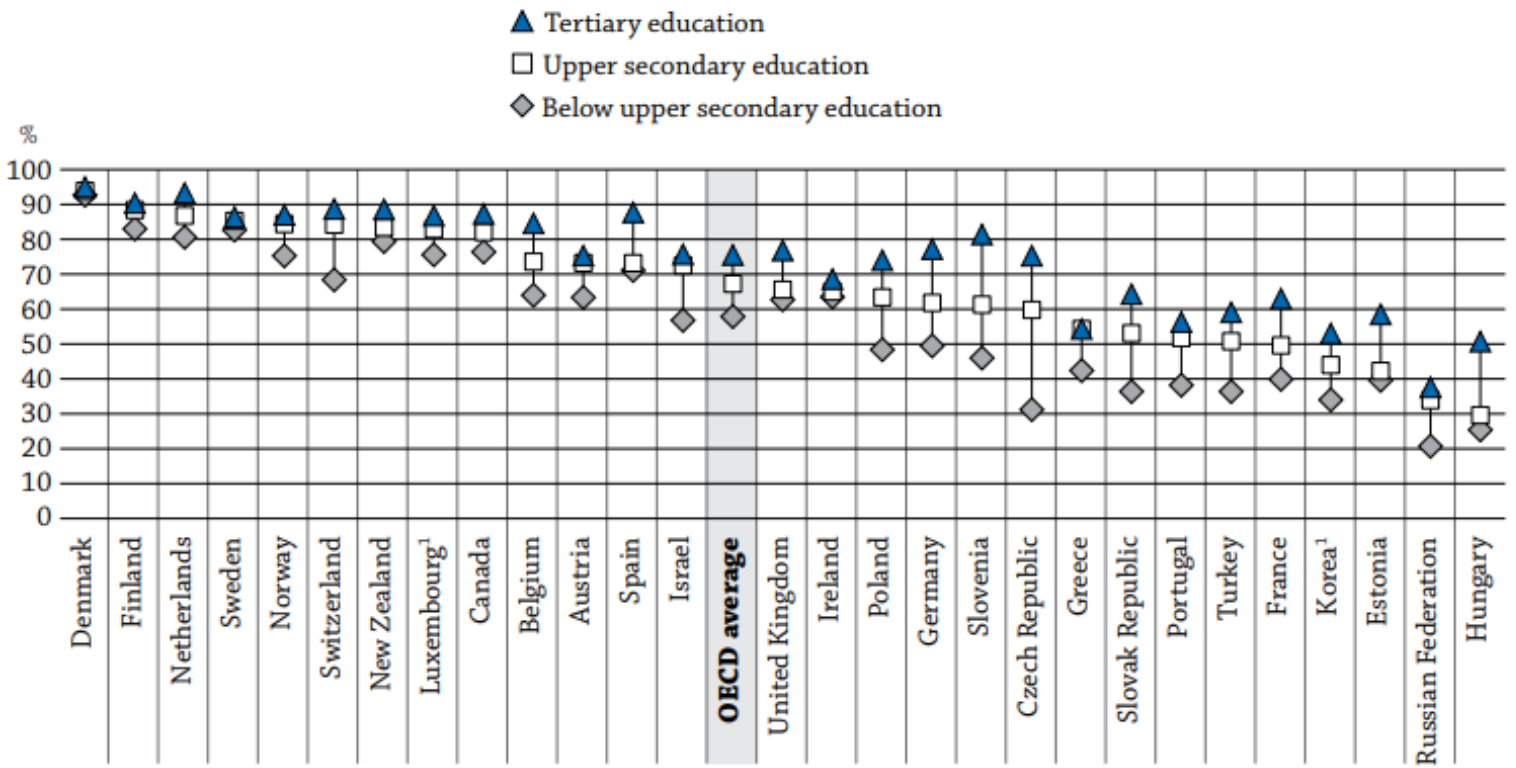
Employment rates of 25-64 year-olds, by educational attainment (2021)

Percentage of employed 25-64 year-olds among all 25-64 year-olds

	Notes	Below upper secondary	Upper secondary or post-secondary non-tertiary			Tertiary					All levels of education
			Upper secondary	Post-secondary non-tertiary	Total	Short-cycle tertiary	Bachelor's or equivalent	Master's or equivalent	Doctoral or equivalent	Total	
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
OECD											
New Zealand		72	82	86	83	90	89	88	89	89	83
OECD average		**58**	**75**	**80**	**75**	**81**	**84**	**89**	**93**	**85**	**76**
EU22 average		**56**	**76**	**79**	**76**	**82**	**84**	**89**	**93**	**87**	**77**

...

Chart A11.1. Proportion of adults satisfied with life, by level of education (2008)



1. Year of reference 2009.

Countries are ranked in descending order of the proportion of adults aged 25-64 reporting satisfaction in life, among adults who have attained upper secondary education.

Source: OECD. Table A11.1. See Annex 3 for notes (*www.oecd.org/edu/eag2011*).

StatLink http://dx.doi.org/10.1787/888932460819

Are we there yet?

Key points

1. Te Tiriti o Waitangi and the rights of the child must be foundational
2. Success is not possible without trust
3. Decision making must be localised as much as possible

Our desired schooling system

1. Embodies biculturalism and genuine equity and partnership between Māori, Pākehā and Tauiwi under Te Tiriti o Waitangi.
2. Prioritises the rights and best interests of children and young people, and the pursuit of social justice, and allocates resources accordingly.
3. Meets the needs and potential of diverse learners/ākonga and communities, particularly those whose needs are not currently being met.

…

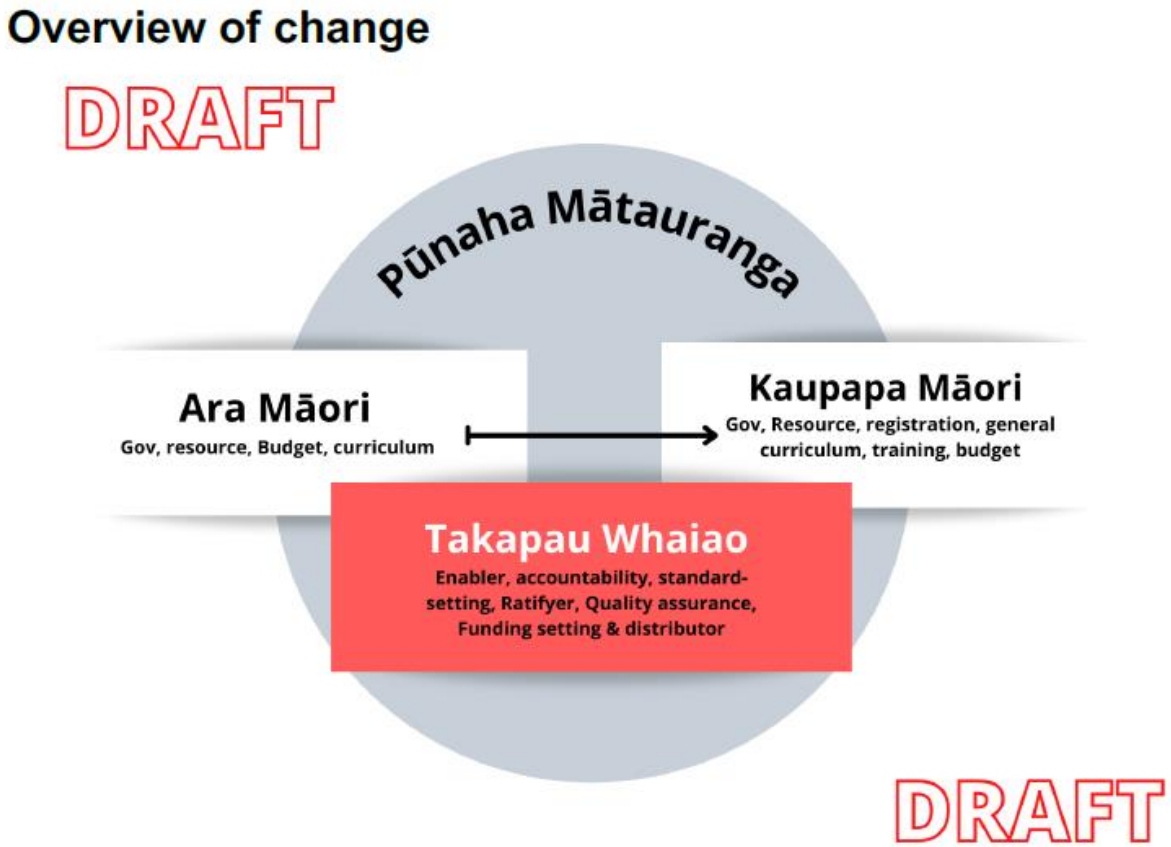
4. Values the prior knowledge and experiences of all as the basis for new learning, and enables children and young people to reach their fullest potential in becoming connected, confident, and active lifelong learners/ākonga.
5. Ensures all learners/ākonga are able to make thoughtful, genuine and ethical choices about their learning, work, and life, and thus contribute to their communities and our country's social, economic, and environmental wellbeing.

Defining the problem

The Crown does not own Kaupapa Māori education or mātauranga Māori. However, the current system is designed in a way that sees the Crown control Kaupapa Māori education and mātauranga Māori provided outside of Kaupapa Māori settings.

(Te Pae Roa The Future of Kaupapa Māori and Māori medium education, 2022)

Drafting the solution



The new structure and system

Te Pae Roa The Future of Kaupapa Māori and Māori medium education, 2022